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New School Status:

*Preparing a
Petition for the
State Board of
Education*

Objectives for Today

- Discuss the challenges of accountability as it relates to persistent low achievement and NCLB's Restructuring requirements
- Describe the State's approach for determining a fair and thorough response to schools that have restructured and the process by which they petition the State Board of Education for New School status

Accountability in Idaho

- Prior to NCLB, Idaho had not previously had an accountability model
- Lack of a Longitudinal Data System made accountability based on growth impossible
- Result – a status model with strengths and weaknesses based on proficiency targets

ABC's of Accountability Requirements

NCLB Improvement Timeline

****Alert**

- A. School Improvement
- B. Corrective Action
- C. Restructuring

Logic of the System:

“If not A, then B. If not B, then C!”

Problem of Practice:

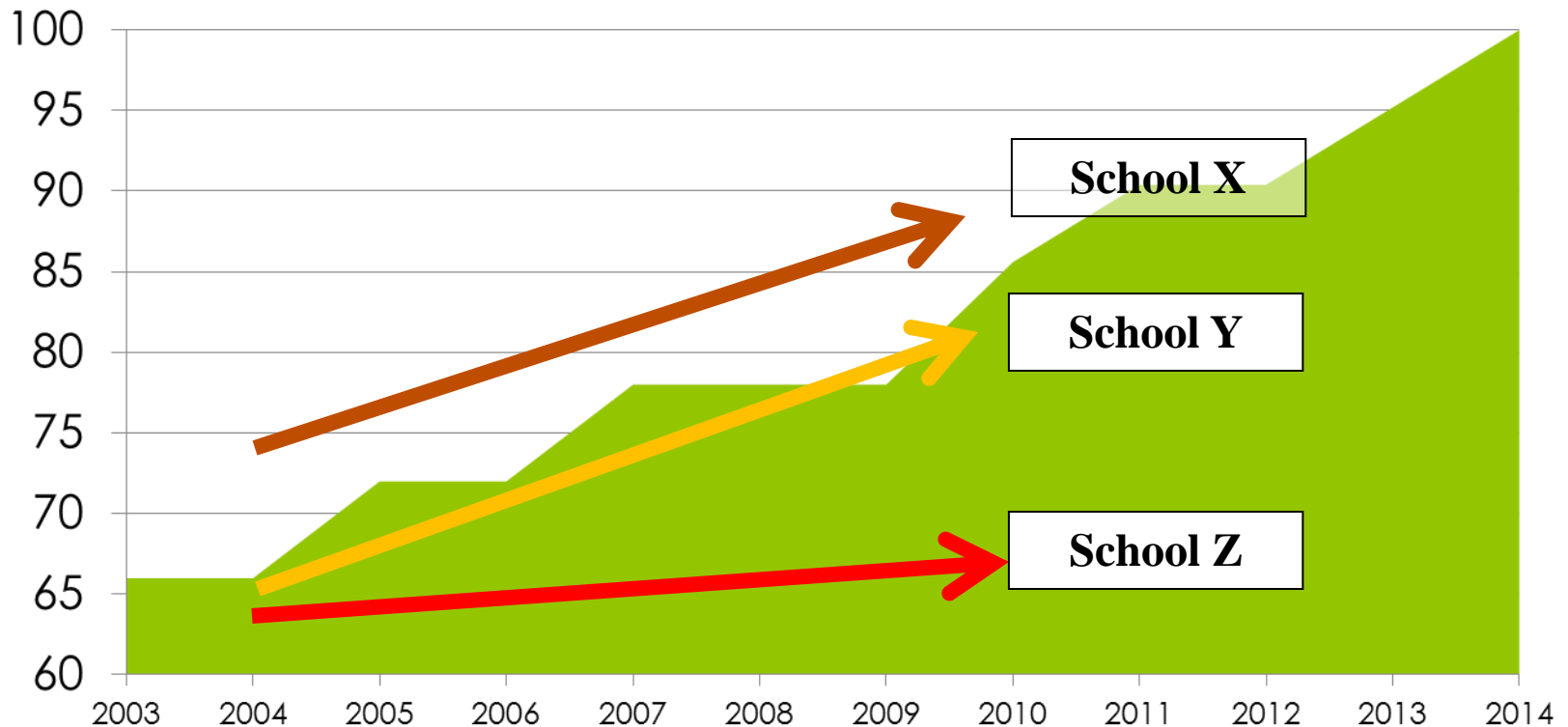
“If not C, then what?”

Exiting Needs Improvement Status

- Schools stay in Needs Improvement status, Corrective Action, or Restructuring until they meet AYP for two consecutive years.
- What happens if they never make it two years in a row?

NCLB Goals: 100% by 2014

Reading Targets



How do they compare?

- School X
 - Started above/stayed above the targets
 - Never in Needs Improvement
- School Y
 - Started below/stayed below the targets
 - Continuously improving
 - Only above the target one year
 - Hits Restructuring Status in 2008-2009
- School Z
 - Started below/stayed below the targets
 - Little improvement
 - Hits Restructuring in 2008-2009

The Law and Consequences

- The law requires that Schools Y and Z be treated more or less the same.
- Both must implement Alternative Governance, better known as Restructuring, in the 2009-10 School Year
- **The purpose of the New School petition process is to differentiate between these two kinds of schools in a fair and thorough way.**

The Five Restructuring Options

1. Replace all or most of the school staff
2. Enter into a contract with an entity...to aid in the operation of the school
3. Turn the operation of the school over to the state education agency, if the state agrees
4. Re-open as a public charter school
5. Implement any **other** major restructuring of the school's governance that is consistent with the principles set forth in state policy

The Million Dollar Question

*What if Restructuring
doesn't lead to two
consecutive years of
meeting goals?*

What do most choose?

- The first four options generally place different adults in charge of operations.
- HOWEVER, out of the Restructuring options, in various states studied 86%-96% choose the fifth: “other major restructuring” (Center on Innovation & Improvement, 2009). More often than not, these are the same adults in the system.

What is fair?

If the system is a reflection of the adults who have designed it...

- It seems fair to *restart the accountability* timeline when a different set of adults take over responsibility for the system (Options 1-4).
- If the adults remain the same, it seems fair to *restart the accountability* timeline once the adults have proven that they have substantially improved outcomes for the students (Option 5).

Option 5: Idaho's Approach

- We believe there is a difference between schools that have substantially improved, but which still haven't made AYP for two years, and schools that meet the minimal requirements of Restructuring, but have not truly improved.
- The schools that have substantially improved deserve the opportunity to have a fresh start.

Restructuring Plan ≠ “New School”

- Restructuring Plans are a NCLB requirement that are created and implemented in a two-stage process.
 - A **plan** for 1 of the 5 alternative governance options.
 - If the school does not make AYP again the following year, the school must **implement** the alternative governance plan.
 - A Restructuring Plan and the implementation of alternative governance does not guarantee that a school will exit from AYP Needs Improvement status.

Restructuring Plans

- In addition to the regular School Improvement Plan requirements, a Restructuring Plan must be submitted that answers 5 questions:
 - 1) What alternative governance option will the school utilize? (See 34 CFR 200.43(b)(3) and the *State of Idaho Consolidated State Application Accountability Workbook* , Appendix A, p.13)
 - 2) Why has the school selected that alternative governance option? Provide a thorough rationale.

Restructuring Plans

- 3) Describe how this alternative governance option will be implemented by providing a narrative of the activities, all associated timelines, commentary on all policies that either permit the change or that will need to be modified to permit the change, explanation of procedures that will be implemented, a detailed budget and budget narrative, and a description of the school's capacity to make this change successful.
- 4) Describe which of the required and permissible Corrective Actions were taken in SI Year 4 and the resulting outcomes. (See 34 CFR 200.42(b)(4) and *State of Idaho Consolidated State Application Accountability Workbook Appendix A*, p.12)
- 5) Describe how your School Improvement Plan has been adjusted to reflect the restructuring plan. Specifically address what has been done to ensure that actions are significantly more rigorous and comprehensive than the Corrective Action previously implemented (34 CFR 200.43(a)(4)).

A Fresh Start, a New School

Idaho State Accountability Workbook

- Permits the 5th option (“other”) to be measured according to a rubric approved by the State Board of Education
- The State Department of Education organizes a review process for a committee appointed by the State Board
- The committee reviews evidence submitted by a district about the school’s progress to determine if the “other” major restructuring has resulted in substantial improvement.
- If so, the committee recommends to the State Board that the school be granted New School Status.

“New School”

- A “New School” is one that, in the process of restructuring, has become **significantly different** and has demonstrated **substantial improvement**. In other words, the way it does business now is highly distinguishable from the way it looked when first entering into AYP needs improvement status.
- The Committee appointed by the State Board looks at the school holistically to make such a determination.

Who is the Committee?

Committee Members

State Board of Education Member	Committee Chair
Local School Board Trustee	LEA – above average size
Expert in School Improvement	Director, Center for School Improvement & Policy Studies
School Superintendent	LEA – average size, experience with district wide improvement
Director of State and Federal Programs	LEA – average size, experience with district wide improvement
Elementary School Principal	School – high risk/high performing that exited from Needs Improvement based on data
Deputy State Superintendent	Idaho Department of Education Division of Student Achievement & School Improvement

Organization and Technical Assistance

Director, Statewide System of Support	Idaho Department of Education Division of Student Achievement & School Improvement
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The Committee

- The role of the Committee is to decide:
 - Has a school's restructuring efforts led to a substantially "new school" for all practical purposes?
 - If so, does the "new school" warrant exiting from AYP Needs Improvement/Restructuring status, or shall the school continue to have the same AYP designation?
- They use a rubric to evaluate schools against indicators of successfully restructured schools.

Prerequisites for Consideration

- All School Improvement Plans and requirements must be current
- Assurances must be signed by Superintendent and Board Chair in support of the petition
- Agenda and/or minutes from a School Board Meeting must be included in materials sent to the SDE

What is Evaluated?

- Portfolio of evidence demonstrating substantial improvement and change in governance
- Material is scored holistically rather than meeting a list of requirements or every rubric question
- Schools that pass an initial screening will be given an opportunity to present with their district leaders to the Committee

Scoring Rubric*: Evidence in 10 Categories

1. Purpose
2. Needs Assessment
3. Evaluation Strategies (Monitoring of Plan)
4. Instruction (Methods, Strategies, Extended Time)
5. Assessment Plan
6. Classroom Management
7. Professional Development & Mentor Program
8. Parent and Community Involvement
9. School Management
10. Coordination of Resources (Budget)

**The approved rubric is worded in reference to plans. Scoring will be done in reference to past actions, not planned actions, that align with the intent of the rubric sections.*

Specific Indicators of High Quality

- ◉ Accessed outside resources
- ◉ Clear and shared focus on academics
- ◉ Substantially improved student achievement outcomes
- ◉ Fostered a network of support for the school
- ◉ Replaced leaders and/or other staff as appropriate
- ◉ Developed a strong leadership team
- ◉ Improved school climate for students and adults
- ◉ Significantly rewrote ineffective school improvement plans
- ◉ Sought and received extended supports after the transformation

Portfolio Design

- Each school, in collaboration with district leadership, compiles a portfolio of evidence.
- Portfolio is organized in three parts:
 1. Case study
 2. Appendices
 3. Compliance documents

Portfolio Design

1. Case study

- Describes the story of the school's transformation
- References evidence to support the story that is organized in the Appendices
- Should be a brief synopsis
 - ❖ Use the examples of the case studies in "Breaking the Habit..." that are no more than 4 pages, with charts.

Portfolio Design

2. Appendices

- A separate appendix labeled for each of the 10 categories on the rubric
- Provide actual artifacts or copies that demonstrate the veracity of the story told
 - ❖ Example: Leadership team meeting minutes in which decision was made to institute a new collaboration structure when there had never been plus agendas of ongoing collaboration meetings to show it happened.

Portfolio Design

3. Compliance Documents

- District Documents
 - ❖ Signed Assurance Page
 - ❖ A copy of Board meeting minutes in which the petition was presented to the Board of Trustees
- School Documents
 - ❖ School Improvement Plan (exported from the WISE tool)
 - ❖ School Restructuring Plan (exported from the WISE dashboard)

Portfolio Design

General Other Requirements

- Physical: The amount of documentation in the portfolio should be limited to no larger than a 3" binder.
- Electronic: Electronic submissions should be submitted on a thumb drive
 - ❖ It must include one file for each section of the portfolio (i.e., the case study, one file for each of the 10 appendices, and two for the compliance documents – 13 files total).
 - ❖ Each file name should match the appropriate section in the portfolio for ease of identification.

Physical Portfolio Organization Tabs	Electronic File Names
A. Case Study	01 Case Study
B. Appendices	
1. Purpose	02 Purpose
2. Needs Assessment	03 Needs
3. Evaluation Strategies (Monitoring of Plan)	04 Eval Strategies
4. Instruction (Methods, Strategies, Extended Time)	05 Instruction
5. Assessment Plan	06 Assessment
6. Classroom Management	07 Class Management
7. Professional Development & Mentor Program	08 PD & Mentoring
8. Parent and Community Involvement	09 Parent Community
9. School Management	10 School Management
10. Coordination of Resources (Budget)	11 Budget
C. Compliance Documents	
a) District Documents – to include (i) the Assurance Page and (ii) Board Meeting Minutes that document the presentation of the portfolio and approval of the petition	12 District Docs
b) School Documents – to include (i) most current School Improvement and (ii) the School Restructuring Plan (as exported from the WISE dashboard)	13 School Docs

Methodology

- Review Process
 - Two independent reviewers evaluate each portfolio of evidence
 - Third reviewer used if there is a discrepancy
 - Presentations to Committee are not scored
- Any school not given “new school” status has the opportunity to resubmit the following year

What if we chose one of the other options?

- If you chose from options 1-4 for Restructuring, you still need to provide a portfolio of evidence.
 1. Replace all or most of the school staff
 2. Enter into a contract with an entity...to aid in the operation of the school
 3. Turn the operation of the school over to the state education agency, if the state agrees
 4. Re-open as a public charter school

Replace all or most of the school staff

- Case study
 - Describe why the option was selected
 - Describe the impact attained
 - Describe percent of staff (minimum > 50%), who, and why
- Appendix
 - Provide a reference list including names of staff replaced, their position in the school, why they were replaced, and the date of their replacement
 - Provide a current list of all staff names, positions, and date of hire
 - Provide a copy of your current School Improvement & Restructuring Plans
- Compliance Documents

Enter into a contract with an EMO

- Case study
 - Describe why the option was selected
 - Describe the impact attained
 - Describe the EMOs qualifications
- Appendix
 - Provide a copy of the contract or agreement that outlines roles, responsibilities, and any other information relating to the governance agreement
 - Provide a copy of your current School Improvement & Restructuring Plans
- Compliance Documents

Turn the operation of the school over to the state

- Not applicable

Re-open as a public charter school

- Case study
 - Describe why the option was selected
 - Describe the impact attained
 - Describe the basic purpose of the charter
- Appendix
 - Provide a copy of the approved charter agreement/plan
 - Provide a copy of your current School Improvement & Restructuring Plans
- Compliance Documents

Dates/Timeline

Schools seeking “New School” status:

1. **April 22** – Submit one hard copy and one electronic/thumb drive copy of portfolio to Rachel Rychener at RBRychener@sde.idaho.gov.
2. **Late April** – Portfolio screening process
3. **May 13-14 [tentative]** – Present portfolio to Committee
4. **June** – Schools notified of Committee’s preliminary recommendation
5. **August** – Schools notified of State Board of Education’s final decision after AYP determinations are finalized

Dates/Timeline

- Schools in Improvement Year 4 and beyond:
 - **March 1** – Must submit a copy of the school's Restructuring Plan, the district school improvement assurance page, and School Board meeting agenda or minutes at which the assurance pages were approved, even if applying for New School status.
 - **Next Year** – There will be another opportunity to submit (or resubmit) for “New School” status, if desired, **OR** continue implementation of the restructuring plan.

Conclusion

The focus on evidence of the end product enables our accountability systems to distinguish between:

- a) those who can meet compliance requirements without actually improving, for whom accountability sanctions are still appropriate, and
- b) those who have met the intent of *No Child Left Behind*, and who have substantially transformed their systems to continuously improve in their ability to meet the needs of all learners.

Resources

- The Center on Innovation and Improvement (<http://centerii.org>) – Downloadable Publications:
 - ***Breaking the Habit of Low Performance: Successful School Restructuring Stories*** (2009)
 - ***The Mega System: Deciding. Learning. Connecting.*** (Redding, 2006)
 - ***School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organizational Improvement*** (2007)
 - ***School Turnarounds: Actions and Results*** (2008)

Resources

- The Center on Innovation and Improvement (<http://centerii.org>) – Planning Tools
 - **Indistar** - An online planning tool for continuous improvement (used in Idaho for School Improvement & Schoolwide Program Planning)
 - **Transformation Toolkit** – A workbook and online planning tool designed to assist with the Transformation Model in the SIG

Resources

- The Center for School Improvement & Policy Studies at Boise State University (<http://csi.boisestate.edu/improvement/SIHome.html>)
 - Webinars on
 - ***The Nine Characteristics of High Performing Schools***
 - ***The Mega System***
 - ***Indistar*** (called the Wise Tool in Idaho)
 - Additional Resources (Parent Involvement, National High School Center, RTI, IDEA, etc.)

For Questions, Contact:

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Submit Portfolios to:
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